

## Textbook Alignment to the Utah Core – 8<sup>th</sup> Grade Social Studies – U.S. History

*This alignment has been completed using an “Independent Alignment Vendor” from the USOE approved list ([www.schools.utah.gov/curr/imc/indvendor.html](http://www.schools.utah.gov/curr/imc/indvendor.html).)* Yes \_\_\_\_\_ No \_\_\_\_\_

Name of Company and Individual Conducting Alignment: \_\_\_\_\_ Kelli Holser

A “Credential Sheet” has been completed on the above company/evaluator and is (Please check one of the following):

☒ On record with the USOE.

☐ The “Credential Sheet” is attached to this alignment.

Instructional Materials Evaluation Criteria (name and grade of the core document used to align): Social Studies – Grade 8 – U.S. History

Title: *The American Journey: Early Years* © 2009 ISBN#: 007-877716-X

Publisher: Glencoe/McGraw-Hill Publishing Company

Overall percentage of coverage in the *Student Edition (SE)* and *Teacher Edition (TE)* of the Utah State Core Curriculum: 100 %

Overall percentage of coverage in *ancillary materials* of the Utah Core Curriculum: \_\_\_\_\_ %

**STANDARD I:** Students will interpret the role of geography in shaping United States history.

Percentage of coverage in the <i>student and teacher edition</i> for Standard I: _____100_____ %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary</i> <i>material</i> for Standard I: _____%		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition(SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 1.1:</b> Determine how geography affected the development of the United States.				
<b>a.</b>	Identify the five themes of geography; i.e., location, place, human-environmental interaction, movement, and region.	<b>Student Edition:</b> <i>Geography Skills Handbook</i> Ref 16-Ref 17 <b>Teacher Wraparound Edition:</b> AUSEE Ref 17; F Ref 16; T Ref 17		
<b>b.</b>	Apply the five themes of geography as they relate to the development of the United States.	<b>Student Edition:</b> <i>Geography Skills Handbook</i> Ref 16-Ref 17, Ref 26 <b>Teacher Wraparound Edition:</b> AUSPM Ref 26; FF Ref 16		
<b>Objective 1.2:</b> Utilize geographic skills as they relate to the study of the United States.				
<b>a.</b>	Locate the major <i>physical</i> features, including the plains, major rivers, bodies of water, mountain ranges, and continents.	<b>Student Edition:</b> <i>Reference Atlas</i> Ref 2-Ref 13, Ref 30-Ref 31 <b>Teacher Wraparound Edition:</b> A Ref 31; C Ref 31		

<b>b.</b>	Locate the major <i>political</i> features, including countries, regions, and states.	<b>Student Edition:</b> <i>Reference Atlas</i> Ref 2-Ref 4, Ref 6-Ref 7, Ref 12-Ref 13		
<b>c.</b>	Apply map and globe skills to the study of United States history; e.g., direction, legend, scale, grid coordinates.	<b>Student Edition:</b> <i>Geography Skills Handbook</i> Ref 18-Ref 29 <b>Teacher Wraparound Edition:</b> AUMP Ref 18; T Ref 19		
<b>STANDARD II: Students will investigate the relationship between events of different time periods.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard II: ____100____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard II: ____ %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 2.1:</b> Develop an awareness of current events. a.				
<b>a.</b>	Use print and broadcast media to acquire an awareness of current events.	<b>Student Edition:</b> <i>Skills Handbook</i> 590, 593, 594 <b>Teacher Wraparound Edition:</b> CT 590; RS 590		

<b>b.</b>	Recognize the difference between fact and opinion, and discern bias in the media.	<b>Student Edition:</b> <i>Skills Handbook</i> 582, 589, 590 <b>Teacher Wraparound Edition:</b> CT 582, 589		
<b>Objective 2.2:</b> Objective 2: Analyze how contemporary concerns and events affect and are affected by history. a.				
<b>a.</b>	Apply knowledge of historical events to recent major events.	<b>Student Edition:</b> <i>Linking Past &amp; Present</i> 30-31, 154, 314-315, 408-409, 494-495 <i>Skills Handbook</i> 589 <b>Teacher Wraparound Edition:</b> LPP 31, 155, 315, 409, 495		
<b>b.</b>	Utilize contemporary news to discuss past events.	<b>Student Edition:</b> <i>Linking Past &amp; Present</i> 30-31, 154, 314-315, 408-409, 494-495 <b>Teacher Wraparound Edition:</b> LPP 31, 155, 315, 409, 495		

<b>STANDARD III: Students will understand the changes caused by European exploration in the Americas.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard III: _____100_____ %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard III: _____%</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 3.1:</b> Explore life among the various American Indian nations prior to European exploration of the New World.				
<b>a.</b>	Identify the major regional American Indian nations of North America.	<b>Student Edition:</b> 17-22 <i>National Geographic</i> 18, 20 <b>Teacher Wraparound Edition:</b> ACPP 19; C 22; CT 17; HCP 18; SP 20		
<b>b.</b>	Examine the cultures of American Indian nations; e.g., languages, beliefs, traditions, and lifestyles.	<b>Student Edition:</b> 11-15, 17-22 <i>By the Numbers</i> 11 <i>National Geographic</i> 12, 14, 18 <i>Primary Source</i> 17 <b>Teacher Wraparound Edition:</b> ACL 12; ACPP 19; AIC 20; C 15; CT 20; DI 17; HCP 18; RS 11, 22; WS 12, 18		

<b>Objective 3.2:</b> Analyze the reasons for European exploration.			
<b>a.</b>	Explain the economic reasons behind exploration; e.g., trade routes, discoveries of fine goods in the East, search for raw materials.	<b>Student Edition:</b> 29-33, 35-41, 49-52 <i>National Geographic</i> 32, 36, 50-51 <i>Reading Check</i> 33, 41 <b>Teacher Wraparound Edition:</b> DI 32; RS 36	
<b>b.</b>	Examine the political reasons behind exploration; e.g., empire building, European rivalries.	<b>Student Edition:</b> 29-33, 35-41, 49-52 <i>National Geographic</i> 36 <i>Reading Check</i> 41 <b>Teacher Wraparound Edition:</b> CT 41; SP 50	
<b>c.</b>	Investigate the social reasons behind exploration; e.g., spreading ideas and beliefs, seeking religious freedoms.	<b>Student Edition:</b> 29-33, 35-41, 49-52 <i>Primary Source</i> 49 <i>Reading Check</i> 50 <b>Teacher Wraparound Edition:</b> C 52; WS 40	
<b>d.</b>	Identify key individuals who contributed to European exploration; e.g. Columbus, Cartier, Cabot, Hudson.	<b>Student Edition:</b> 29-33, 35-41, 49-52 <i>Linking Past &amp; Present</i> 30-31 <i>People in History</i> 39 <i>Section 2 Review</i> 41 #6 <b>Teacher Wraparound Edition:</b> C 52	
<b>Objective 3.3:</b> Assess the impact of European exploration on African slaves and American Indian nations.			
<b>a.</b>	Examine the reasons for slavery in the New World; e.g., cotton, sugar, tobacco.	<b>Student Edition:</b> 77, 80, 90-95 <i>By the Numbers</i> 77 <i>Economics &amp; History</i> 91 <i>Primary Source</i> 92-93, 94 <i>Reading Check</i> 95 <b>Teacher Wraparound Edition:</b> CT 77, 95	

<b>b.</b>	Trace the beginnings of the slave trade in the Americas.	<b>Student Edition:</b> 36, 47, 61, 77, 80, 94-95 <i>By the Numbers</i> 77 <i>Primary Source</i> 92-93, 94 <i>Reading Check</i> 95 <i>Time Notebook</i> 96 <b>Teacher Wraparound Edition:</b> CT 77, 95; FF 96		
<b>c.</b>	Investigate the transportation of African slaves to the Americas; i.e., triangular trade routes, the Middle Passage.	<b>Student Edition:</b> 77, 90-95 <i>By the Numbers</i> 77 <i>Economics &amp; History</i> 91 <i>Primary Source</i> 92-93, 94 <i>Reading Check</i> 91 <b>Teacher Wraparound Edition:</b> CT 77, 95; DI 91		
<b>d.</b>	Explore the impact of the Europeans and the resulting destruction of American Indian cultures; e.g., the Spanish Conquistadors, disease brought by Europeans, European settlement.	<b>Student Edition:</b> 43-47 <i>National Geographic</i> 50-51 <i>Primary Source</i> 43, 46 <i>Reading Check</i> 46 <i>Section 3 Review</i> 47 #7 <b>Teacher Wraparound Edition:</b> C 47; HCP 45; RS 43, 44		

<b>STANDARD IV: Students will analyze European colonization and settlement of North America.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IV: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IV: <u>      </u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 4.1:</b> Explain where and why European countries colonized North America; e.g., the Netherlands, England, France, Spain.				
<b>a.</b>	Identify motives for exploration; e.g., religion, expansion, trade, wealth.	<b>Student Edition:</b> 29-33, 35-41, 44-47 <i>National Geographic</i> 32, 36, 40, 44, 50-51 <b>Teacher Wraparound Edition:</b> C 41, 47, 52; HCP 45; SP 35		
<b>b.</b>	Locate the geographical regions of European settlement.	<b>Student Edition:</b> 49-52, 65-68, 73-75, 77-79 <i>Geography &amp; History</i> 62-63 <i>National Geographic</i> 40, 44, 50-51, 67, 74, 78 <b>Teacher Wraparound Edition:</b> CT 50; RS 52; SP 50, 78		
<b>c.</b>	Investigate the contributions and influences of the major European powers.	<b>Student Edition:</b> 44-47, 49-52, 59-61 <i>National Geographic</i> 50-51 <i>Primary Source</i> 46, 49, 60 <i>Reading Check</i> 52 <i>Time Line</i> 59 <b>Teacher Wraparound Edition:</b> C 47, 52; HCP 45		



<b>Objective 4.2:</b> Assess the reasons for settlement of the English colonies.				
<b>a.</b>	Compare the reasons for settlement in the New England, Middle, and Southern colonies	<b>Student Edition:</b> 65-69, 73-75, 77-82 <i>National Geographic</i> 67, 74, 78 <b>Teacher Wraparound Edition:</b> C 75, 82; CT 74; FF 77; HCP 67; RS 80; SP 74, 78; WS 82		
<b>b.</b>	Explain the contributions of key individuals in the settling of the English colonies; e.g., John Smith, Lord Baltimore, William Bradford.	<b>Student Edition:</b> 61, 66 <i>American Diary</i> 58 <i>Founding the Thirteen Colonies</i> 79 <b>Teacher Wraparound Edition:</b> C 61		
<b>c.</b>	Identify key groups involved in the settlement of the English colonies; e.g., Virginia Company, Pilgrims, Puritans, Quakers.	<b>Student Edition:</b> 60-61, 65 <i>If You Were There</i> 65 <b>Teacher Wraparound Edition:</b> RS 60, 65; SP 61		
<b>d.</b>	Determine the reasons for conflict between the European powers in North America.	<b>Student Edition:</b> 105-107, 109 <i>Primary Source</i> 106, 109 <i>Reading Check</i> 106 <b>Teacher Wraparound Edition:</b> C 107; CT 106; HCP 106; RS 106		
<b>e.</b>	Examine the causes and outcomes of the French and Indian War.	<b>Student Edition:</b> 105-107, 109-112 <i>National Geographic</i> 110 <i>Primary Source</i> 109 <i>Reading Check</i> 106, 111 <b>Teacher Wraparound Edition:</b> C 107, 112; CT 106, 112; HCP 110; RS 106, 109; SP 111		

<b>Objective 4.3:</b> Objective 3: Examine the economic, political, and social patterns in the development of the 13 English colonies.				
<b>a.</b>	Contrast the economies of the three major colonial regions: New England, Middle, and Southern.	<b>Student Edition:</b> 73-74, 77-81 <i>National Geographic</i> 67, 74, 78 <b>Teacher Wraparound Edition:</b> CT 74; SP 74		
<b>b.</b>	Assess the impact of geography on the economies of the three major regions.	<b>Student Edition:</b> 73-74, 77-82 <i>National Geographic</i> 67, 74, 78 <i>Primary Source</i> 73 <i>Reading Check</i> 74 <b>Teacher Wraparound Edition:</b> CT 74; RS 80; SP 74, 77, 80		
<b>c.</b>	Explain the development of self-government in the colonies.	<b>Student Edition:</b> 67-69, 73-75, 77-82 <i>Reading Check</i> 78 <i>You Decide</i> 68 <b>Teacher Wraparound Edition:</b> CT 79; SP 67; WS 67		
<b>d.</b>	Investigate the lifestyles and cultures of the New England, Middle, and Southern colonies; e.g., education, slavery, religion.	<b>Student Edition:</b> 67-69, 73-75, 77-82 <i>By the Numbers</i> 77 <i>If You Were There</i> 65 <i>Reading Check</i> 69, 75 <i>You Decide</i> 68 <b>Teacher Wraparound Edition:</b> CT 75, 77; HCP 73, 80; WS 68		

STANDARD V: Students will understand the significance of the American Revolution in the development of the United States.				
Percentage of coverage in the <i>student and teacher edition</i> for Standard V: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard V: <u>      </u> %		
OBJECTIVES & INDICATORS		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 5.1:</b> Analyze what ideas and events led to the Revolutionary movement.				
<b>a.</b>	Explore the events leading to the outbreak of armed conflict between the American colonies and Great Britain.	<b>Student Edition:</b> 123-125, 127-129, 133-137 <i>American Diary</i> 126 <i>National Geographic</i> 134-135 <i>People in History</i> 136 <i>Primary Source</i> 128 <i>Reading Check</i> 125, 128, 135 <b>Teacher Wraparound Edition:</b> C 125, 137; CT 124; RS 127; WS 134		
<b>b.</b>	Analyze the origin of the ideas behind the Revolutionary movement and the movement toward independence; e.g., social contract, natural rights, English traditions.	<b>Student Edition:</b> 139-142 <i>Primary Source</i> 139, 141 <i>Reading Check</i> 142 <i>You Decide</i> 140 <b>Teacher Wraparound Edition:</b> HCP 139, 143; WS 141		

c.	Explain the major ideas expressed in the Declaration of Independence.	<b>Student Edition:</b> 142 <i>Primary Source</i> 139 <i>The Declaration of Independence</i> 146-149 <b>Teacher Wraparound Edition:</b> CT 148, 149		
<b>Objective 5.2:</b> Assess the factors affecting the course of the war and contributing to American victory				
a.	Examine how the Revolutionary War affected the colonists.	<b>Student Edition:</b> 153-159, 161-165 <i>Linking Past &amp; Present</i> 154-155 <b>Teacher Wraparound Edition:</b> CT 154; DI 162; LPP 155		
b.	Explain the events that brought European aid to the American cause.	<b>Student Edition:</b> 161-165, 172-173 <i>Primary Source</i> 161 <b>Teacher Wraparound Edition:</b> C 165; CT 163; HCP 161		
c.	Examine the advantages and disadvantages of the Continental Army against British resources.	<b>Student Edition:</b> 153-155 <i>National Geographic</i> 156-157 <i>Reading Check</i> 155 <b>Teacher Wraparound Edition:</b> ADI 153; CT 153; RS 153		
<b>Objective 5.3:</b> Evaluate the contributions of key people and groups to the Revolution.				
a.	Identify the contributions of colonial leaders; e.g., George Washington, Thomas Paine, Alexander Hamilton, Sam Adams, John Adams.	<b>Student Edition:</b> 132-135, 139-140, 153, 176-178, 197-199, 209 <i>American Diary</i> 132, 138 <i>Chance &amp; Error in History</i> 176 <i>Document 4</i> 145 <i>People in History</i> 136, 197 <i>Primary Source</i> 139, 198, 209 <i>You Decide</i> 140, 203 <b>Teacher Wraparound Edition:</b> DI 139; RS 177, 198; WS 203		

<b>b.</b>	Analyze the role various political groups played in the Revolutionary movement; e.g., Sons and Daughters of Liberty, Committees of Correspondence, 1 <sup>st</sup> and 2 <sup>nd</sup> Continental Congress.	<b>Student Edition:</b> 125, 128-129, 133, 135, 139 <b>Teacher Wraparound Edition:</b> C 129; RS 139		
<b>c.</b>	Examine the contributions of various social groups to the Revolutionary movement; e.g., women, free and enslaved blacks, American Indians.	<b>Student Edition:</b> 154, 157, 169 <i>American Diary</i> 168 <i>Linking Past &amp; Present</i> 154-155 <i>Time Line</i> 169 <b>Teacher Wraparound Edition:</b> CT 154; WS 157		
<b>Objective 5.4:</b> Examine the effects of the Revolution on the United States.				
<b>a.</b>	Analyze the terms of the Treaty of Paris of 1783.	<b>Student Edition:</b> 177, 193 <i>National Geographic</i> 190		
<b>b.</b>	Determine the weaknesses of the Articles of Confederation.	<b>Student Edition:</b> 188-189 <i>Primary Source</i> 188-189 <b>Teacher Wraparound Edition:</b> HCP 189; WS 189		
<b>c.</b>	Investigate the problems that faced the emerging nation; e.g., debt, lack of unified central government, international relations.	<b>Student Edition:</b> 261-263 <i>Primary Source</i> 261 <b>Teacher Wraparound Edition:</b> CT 261; DI 263; HCP 262; WS 262		
<b>d.</b>	Explain the effect the Revolution had on people; e.g., Native American Indians, slaves, European immigrants.	<b>Student Edition:</b> 261-263 <i>National Geographic</i> 262 <i>Primary Source</i> 261		

<b>STANDARD VI: Students will understand the structure and function of the United States government established by the Constitution.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VI: <u>100</u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VI: <u>      </u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 6.1:</b> Assess the foundations and principles that led to the development of the Constitution.				
<b>a.</b>	Analyze the factors involved in convening the Constitutional Convention.	<b>Student Edition:</b> 187, 197-198 <i>By the Numbers</i> 195 <i>People in History</i> 197 <i>Primary Source</i> 198 <i>Reading Check</i> 199 <b>Teacher Wraparound Edition:</b> ACPP 198; WS 197		
<b>b.</b>	Investigate the ideas and documents that became the foundation for the United States Constitution; e.g., Magna Carta, Iroquois Confederation, European philosophers.	<b>Student Edition:</b> 105-106, 195-201, 205-210 <i>By the Numbers</i> 195 <i>Reading Check</i> 201 <b>Teacher Wraparound Edition:</b> C 201, 210; HCP 197, 206; WS 210		

<b>Objective 6.2:</b> Analyze the compromises that led to the ratification of the Constitution.				
<b>a.</b>	Compare the Federalist and Anti-Federalist ratification debates.	<b>Student Edition:</b> 209-210 <i>Primary Source</i> 209 <i>You Decide</i> 202-203 <b>Teacher Wraparound Edition:</b> AC 203; CT 202; DI 209; FF 202; RS 202; WS 203		
<b>b.</b>	Examine the Constitution ratification compromises; i.e., 3/5 Compromise, Great Compromise, Bill of Rights.	<b>Student Edition:</b> 200-201 <i>Section 2 Review</i> 201 #7, #8 <b>Teacher Wraparound Edition:</b> C 201; CT 200; WS 200		
<b>Objective 6.3:</b> Examine the basic structure of the Constitution.				
<b>a.</b>	Identify the major elements of the United States Constitution.	<b>Student Edition:</b> <i>Constitution Handbook</i> 214-223 <i>Primary Source</i> 218 <i>The Constitution of the United States</i> 224-245 <b>Teacher Wraparound Edition:</b> AMC 217; C 223; CT 221, 227; FF 218		
<b>b.</b>	Explain the purpose of the Constitution as outlined in the preamble.	<b>Student Edition:</b> <i>Constitution Handbook</i> 215-216 <i>Constitution Handbook Review</i> 223 #6 <b>Teacher Wraparound Edition:</b> CT 215; DI 215; RS 215		
<b>c.</b>	Explore the role and functions of the three branches of government.	<b>Student Edition:</b> 207-208 <i>Constitution Handbook</i> 216-217, 219-221 <b>Teacher Wraparound Edition:</b> ACL 220; CT 216; RS 220		
<b>d.</b>	Examine the Constitutional principles of separation of powers and checks and balances.	<b>Student Edition:</b> 206, 208 <i>Constitution Handbook</i> 216-217 <b>Teacher Wraparound Edition:</b> SP 208		

e.	Determine the role of the Constitution as a living document.	<b>Student Edition:</b> <i>Constitution Handbook</i> 218-219		
<b>Objective 6.4:</b> Analyze the rights, liberties, and responsibilities of citizens.				
a.	Identify the responsibilities of citizenship to secure liberties; e.g., vote, perform jury duty, obey laws.	<b>Student Edition:</b> <i>Constitution Handbook</i> 222-223 <i>Constitution Handbook Review</i> 223 #7 <b>Teacher Wraparound Edition:</b> AWIM 222; C 223; CT 222; RS 222		
b.	Examine the Bill of Rights and its specific guarantees.	<b>Student Edition:</b> 255 <i>Primary Source</i> 254 <i>The Constitution of the United States</i> 236-237 <i>What It Means</i> 236 <b>Teacher Wraparound Edition:</b> CT 254; DI 254; FF 236		



<b>STANDARD VII: Students will explore the territorial growth of the United States before the Civil War.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard VII: <u>  100  </u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard VII: <u>      </u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 7.1:</b> Describe the ideas and events that motivated the expansion of the United States.				
<b>a.</b>	Explain Manifest Destiny and its role in American expansion; e.g., land acquisition, economy, immigration.	<b>Student Edition:</b> 281-285, 359-363, 367-371, 373-377 <i>National Geographic</i> 283, 291, 362 <i>Reading Check</i> 285, 363 <i>You Decide</i> 364-365 <b>Teacher Wraparound Edition:</b> ACPP 364; C 285, 377; HCP 360; SP 364		
<b>b.</b>	Examine the background and consequences of the Louisiana Purchase.	<b>Student Edition:</b> 281-285 <i>National Geographic</i> 283 <i>Reading Check</i> 285 <b>Teacher Wraparound Edition:</b> C 285; HCP 282; WS 283		

c.	Investigate the role of explorers in the expansion of the United States; e.g., Lewis and Clark, Pike, Fremont.	<b>Student Edition:</b> 281-285 <i>American Diary</i> 280 <i>National Geographic</i> 283 <i>People in History</i> 284 <i>Primary Source</i> 281 <b>Teacher Wraparound Edition:</b> CL 283; DI 284; SP 283; WS 284		
d.	Examine the groups of people that came west; e.g., mountain men, Mormon pioneers, California 49ers, Asian and Irish immigrants.	<b>Student Edition:</b> 281, 317, 359-360, 379-382 <i>By the Numbers</i> 379 <i>Primary Source</i> 282, 361, 381 <i>Reading Check</i> 317, 380, 382 <b>Teacher Wraparound Edition:</b> C 382, 383; CT 379, 380; DI 382; HCP 380; SP 381		
<b>Objective 7.2:</b> Examine the conflicts that arose during the American expansion.				
a.	Investigate the causes and results of the War of 1812.	<b>Student Edition:</b> 291-293, 295-298 <i>National Geographic</i> 296 <i>Primary Source</i> 292 <i>Reading Check</i> 293, 298 <b>Teacher Wraparound Edition:</b> ADI 291; ATC 296; C 298; HCP 295; RS 296		
b.	Analyze government policies toward and treaties with American Indian nations; e.g., relocation, removal, assimilation, and sovereignty.	<b>Student Edition:</b> 343-347 <i>American Diary</i> 342 <i>By the Numbers</i> 343 <i>National Geographic</i> 344-345 <i>People in History</i> 346 <i>Reading Check</i> 347 <b>Teacher Wraparound Edition:</b> C 347; CT 343, 347; DI 344; HCP 345; RS 346; SP 344		
c.	Investigate the impact of the Mexican War on the land and people of the American Southwest; e.g., Mexican Cession, Texas, Gadsden Purchase.	<b>Student Edition:</b> 367-371, 373-377 <i>Chance &amp; Error in History</i> 368 <i>National Geographic</i> 370, 374, 376 <b>Teacher Wraparound Edition:</b> C 371; DI 369; HCP 370; RS 370		

<b>Objective 7.3:</b> Analyze how new inventions and transportation methods stimulated western expansion.				
<b>a.</b>	Research the impact of inventions on expansion; e.g., farming, industry, communication.	<b>Student Edition:</b> 313-317, 389-393 <i>Linking Past &amp; Present</i> 314-315 <i>National Geographic</i> 316 <i>People in History</i> 392 <i>Primary Source</i> 389, 390-391 <i>Reading Check</i> 316, 393 <b>Teacher Wraparound Edition:</b> AEC 314; AIA 391; C 317, 393; CT 392; DI 315; HCP 315, 390; RS 314, 389; WS 314		
<b>b.</b>	Examine developments in transportation; e.g., expansion of roads and trails, steamboats, railroads.	<b>Student Edition:</b> 313-317, 389-393 <i>Linking Past &amp; Present</i> 314-315 <i>People in History</i> 392 <i>Primary Source</i> 389, 390-391 <i>Reading Check</i> 392 <b>Teacher Wraparound Edition:</b> CT 390, 392; HCP 390; RS 318		
<b>Objective 7.4:</b> Assess the impact of the Industrial Revolution on the United States.				
<b>a.</b>	Examine the development of the factory system.	<b>Student Edition:</b> 306-309 <i>Primary Source</i> 306-307 <i>Reading Check</i> 307, 309 <b>Teacher Wraparound Edition:</b> ATC 307; CT 306		
<b>b.</b>	Analyze the role of factories on the growth of northern cities.	<b>Student Edition:</b> 305-309, 395-397 <i>Primary Source</i> 306-307, 396 <i>Reading Check</i> 307, 309 <b>Teacher Wraparound Edition:</b> ATC 307; CT 305; HCP 308		

c.	Determine how the Industrial Revolution affected the North, South, and West differently.	<b>Student Edition:</b> 305-309, 395-397, 401-403 <i>By the Numbers</i> 401 <i>Economics &amp; History</i> 402 <i>Primary Source</i> 306-307 <i>Reading Check</i> 307, 308, 402 <b>Teacher Wraparound Edition:</b> C 309, 403; CT 305; DI 401; HCP 308, 402; RS 308; WS 403		
d.	Investigate the changes in working conditions caused by the Industrial Revolution.	<b>Student Edition:</b> 305-309 <i>Economics &amp; History</i> 402 <i>If You Were There</i> 305 <b>Teacher Wraparound Edition:</b> C 309; CT 306		
<b>STANDARD VIII: Students will examine the expansion of the political system and social rights before the Civil War.</b>				
Percentage of coverage in the <i>student and teacher edition</i> for Standard VIII: <u>100</u> %		Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard 8: %		
<b>OBJECTIVES &amp; INDICATORS</b>		Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)	Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)	<i>Not covered in TE, SE or ancillaries</i> ✓
<b>Objective 8.1:</b> Investigate the development of the American political party system.				
a.	Examine the differences between the Federalists and the Democratic-Republicans.	<b>Student Edition:</b> 265-268 <i>People in History</i> 267 <i>You Decide</i> 266		

<b>b.</b>	Trace the development of new political parties throughout the 18 <sup>th</sup> and 19 <sup>th</sup> centuries; e.g., Whigs, Jacksonian Democrats, Republicans.	<b>Student Edition:</b> 265-268 <i>People in History</i> 267 <i>You Decide</i> 266 <b>Teacher Wraparound Edition:</b> CT 265; HCP 265		
<b>c.</b>	Determine the role of third parties as an agent of reform.	<b>Student Edition:</b> 457-458 <i>National Geographic</i> 458		
<b>d.</b>	Investigate the role of political parties in the electoral process.	<b>Student Edition:</b> 207-208, 268, 277 <i>You Decide</i> 266 <b>Teacher Wraparound Edition:</b> DI 277; WS 208		
<b>Objective 8.2:</b> Analyze the evolution of democracy and the extension of democratic principles.				
<b>a.</b>	Examine how the Supreme Court strengthened the national government.	<b>Student Edition:</b> 208, 232-233, 279 <b>Teacher Wraparound Edition:</b> AIC 233; CT 232; RS 233		
<b>b.</b>	Analyze how states' rights issues led to growing sectionalism.	<b>Student Edition:</b> 322-324 <i>National Geographic</i> 324 <i>People in History</i> 322-323 <b>Teacher Wraparound Edition:</b> CT 324; DI 322; RS 322; SP 324		
<b>c.</b>	Investigate the relationship between national and state governments in expanding Democracy.	<b>Student Edition:</b> 206-207 <i>Chart Skills</i> 216 <i>Constitutional Handbook</i> 216 <b>Teacher Wraparound Edition:</b> ACWYC 216; CT 216		
<b>d.</b>	Appraise how the political process changed to involve more people.	<b>Student Edition:</b> 198-201, 206-207 <i>Critical Thinking</i> 200 <b>Teacher Wraparound Edition:</b> WS 200		

<b>Objective 8.3:</b> Analyze the impact of social reforms on Americans during the 19 <sup>th</sup> century.				
<b>a.</b>	Examine the abolitionist movement; e.g., Sojourner Truth, William Lloyd Garrison, Frederick Douglas, the Grimke sisters.	<b>Student Edition:</b> 425-431 <i>American Diary</i> 424 <i>Geography &amp; History</i> 432-433 <i>People in History</i> 427 <i>Primary Source</i> 426, 428-429, 430 <i>Reading Check</i> 426, 430, 431 <i>Time Line</i> 425 <b>Teacher Wraparound Edition:</b> C 431; CT 426, 429; DI 428, 430; FF 430; HCP 428; RS 425, 427, 428, 430, 432; SP 429, 431, 433; WS 426		
<b>b.</b>	Investigate the impact of reform in education, religion, prisons, and the treatment of the mentally ill during this period.	<b>Student Edition:</b> 419-421 <i>Primary Source</i> 419, 420 <i>Reading Check</i> 420, 421 <b>Teacher Wraparound Edition:</b> C 421; CT 419; DI 420, 421; HCP 419		
<b>c.</b>	Examine the extension of women's political and legal rights.	<b>Student Edition:</b> 435-438 <i>American Diary</i> 434 <i>People in History</i> 437 <i>Primary Source</i> 436 <i>Reading Check</i> 437, 438 <i>Time Line</i> 435 <b>Teacher Wraparound Edition:</b> C 438; CT 435; DI 435; HCP 435; RS 436, 438; WS 435, 436		

<b>STANDARD IX: Students will understand the significance of the Civil War Era to the United States.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard IX: <u>  100  </u> %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard IX: <u>      </u> %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE) and Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 9.1:</b> Analyze differences and events that led to the Civil War.				
<b>a.</b>	Describe the cultural differences between the North and the South.	<b>Student Edition:</b> 395-399, 407-412 <i>By the Numbers</i> 395, 497 <i>Linking Past &amp; Present</i> 408 <i>Primary Source</i> 396, 397, 398, 410 <i>Reading Check</i> 399, 408, 412 <b>Teacher Wraparound Edition:</b> C 399, 412; CT 408, 409; DI 407; FF 409; HCP 398, 408; RS 396, 407, 412		
<b>b.</b>	Examine the sectional economic differences of the United States; e.g., slavery, industry, agriculture, geography.	<b>Student Edition:</b> 389-393, 401-403 <i>By the Numbers</i> 401 <i>Economics &amp; History</i> 402 <i>People in History</i> 392 <i>Primary Source</i> 389, 390-391 <i>Reading Check</i> 392, 402, 403 <b>Teacher Wraparound Edition:</b> C 403; CT 401; DI 401; HCP 390, 402; RS 403; WS 403		

c.	Analyze how states' rights led to conflict between the North and the South.	<b>Student Edition:</b> 322-324 <i>People in History</i> 322 <b>Teacher Wraparound Edition:</b> DI 322; RS 322; WS 322		
d.	Trace the failure of compromise to ease sectional differences; e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act.	<b>Student Edition:</b> 322-324, 449-451, 454-455 <i>By the Numbers</i> 449 <i>National Geographic</i> 324, 454 <i>Reading Check</i> 449 <b>Teacher Wraparound Edition:</b> C 451, 455; CT 324; SP 454		
e.	Investigate how the abolitionist movement increased sectional tensions between the Northern and Southern states; e.g., John Brown's raid, Dred Scott decision, <i>Uncle Tom's Cabin</i> , the Fugitive Slave Law.	<b>Student Edition:</b> 425-431, 453-455, 459-461 <i>American Diary</i> 456 <i>People in History</i> 427 <i>Primary Source</i> 428-429, 430, 457, 459, 460 <i>Time Line</i> 425 <b>Teacher Wraparound Edition:</b> C 461; HCP 458; RS 454, 458; WS 459		
f.	Assess how the election of 1860 led to secession	<b>Student Edition:</b> 463-466 <i>National Geographic</i> 465 <i>Primary Source</i> 463, 464 <i>You Decide</i> 468-469 <b>Teacher Wraparound Edition:</b> C 466; CT 466; DI 464; HCP 465; RS 463, 464; SP 464		
<b>Objective 9.2:</b> Determine the factors that affected the course of the war and contributed to Union victory.				
a.	Compare the advantages and disadvantages of the Union and the Confederacy.	<b>Student Edition:</b> 476-477 <i>By the Numbers</i> 475 <i>Graph Skills</i> 476 <b>Teacher Wraparound Edition:</b> DI 476		



<b>b.</b>	Analyze the impact of the Emancipation Proclamation on the United States and the Confederacy.	<b>Student Edition:</b> 486-487 <i>Primary Source</i> 500 <b>Teacher Wraparound Edition:</b> WS 487		
<b>c.</b>	Identify the contributions of key individuals in the Civil War; e.g., Lincoln, Davis, Lee, Grant.	<b>Student Edition:</b> 464, 481-487, 496, 507-512 <i>Chapter 16 Visual Summary</i> 513 <i>People in History</i> 508-509 <i>Primary Source</i> 486 <i>Reading Check</i> 512 <i>Section 5 Review</i> 512 #2, #4 <b>Teacher Wraparound Edition:</b> CT 508; FF 509		
<b>d.</b>	Investigate how the Civil War affected all people in the United States land area.	<b>Student Edition:</b> 491-497 <i>Linking Past &amp; Present</i> 494 <i>Primary Source</i> 492 <i>Reading Check</i> 493, 497 <b>Teacher Wraparound Edition:</b> ACPP 493; C 497; CT 492; HCP 492; RS 491, 492		
<b>Objective 9.3:</b> Evaluate the Reconstruction period and how it affected the United States following the Civil War.				
<b>a.</b>	Explain the purpose of Reconstruction.	<b>Student Edition:</b> 519-521 <i>Reading Check</i> 520 <b>Teacher Wraparound Edition:</b> C 521; RS 519		
<b>b.</b>	Analyze the social impact of Reconstruction; e.g., abolition of slavery, integration of races, fall of Southern society, education.	<b>Student Edition:</b> 523-527, 529-531 <i>People in History</i> 530 <i>Primary Source</i> 523, 529 <i>Reading Check</i> 540 <b>Teacher Wraparound Edition:</b> C 531, 540; CT 523, 526, 531; HCP 530; RS 523		

c.	Determine the economic changes in the country caused by Reconstruction.	<b>Student Edition:</b> 538-539 <i>Geography &amp; History</i> 542-543 <i>Primary Source</i> 538 <i>Reading Check</i> 539 <b>Teacher Wraparound Edition:</b> AC 543; ACP 542; C 540; CT 538; HCP 539; SP 539		
d.	Explain the political changes brought about by the Reconstruction Era: e.g., 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments, voting regulations, military districts.	<b>Student Edition:</b> 523-527, 529-531, 539-540 <i>Primary Source</i> 524 <b>Teacher Wraparound Edition:</b> C 540; RS 525; SP 524, 529		
<b>STANDARD X: Students will understand the development of the American West following the Civil War.</b>				
<b>Percentage of coverage in the <i>student and teacher edition</i> for Standard X:   100       %</b>		<b>Percentage of coverage not in student or teacher edition, but covered in the <i>ancillary material</i> for Standard X:       %</b>		
<b>OBJECTIVES &amp; INDICATORS</b>		<b>Coverage in <i>Student Edition (SE)</i> and <i>Teacher Edition (TE)</i> (pg #'s, etc.)</b>	<b>Coverage in <i>Ancillary Material</i> (titles, pg #'s, etc.)</b>	<b><i>Not covered in TE, SE or ancillaries</i> ✓</b>
<b>Objective 10.1:</b> Analyze the factors that brought people west.				
a.	Examine why people came to the West; e.g., farmers, ranchers, miners, American Indian nations, immigrants, adventurers.	<b>Student Edition:</b> <i>Epilogue</i> 547-550 <b>Teacher Wraparound Edition:</b> CT 547, 549		
b.	Investigate the impact of mining and ranching on the land and people.	<b>Student Edition:</b> <i>Epilogue</i> 547 <b>Teacher Wraparound Edition:</b> CT 547		

<b>c.</b>	Assess the impact of the railroad on western development.	<b>Student Edition:</b> <i>Epilogue</i> 547 <b>Teacher Wraparound Edition:</b> CT 547; FF 547		
<b>Objective 10.2:</b> Analyze the settlement of the American West.				
<b>a.</b>	Examine the changes of the landscape due to settlement patterns.	<b>Student Edition:</b> <i>Epilogue</i> 547 <b>Teacher Wraparound Edition:</b> CT 547		
<b>b.</b>	Investigate the development of cities in the West.	<b>Student Edition:</b> <i>Epilogue</i> 548-550 <i>Reading Check</i> 550 <b>Teacher Wraparound Edition:</b> WS 550		
<b>c.</b>	Assess the impact western settlement patterns had on the Native American Indians.	<b>Student Edition:</b> <i>Epilogue</i> 547-548 <b>Teacher Wraparound Edition:</b> RS 548		
<b>Objective 10.3:</b> Investigate the conflict among various groups involved in the settlement of the West.				
<b>a.</b>	Determine the reasons and groups involved in conflict during the settlement of the West; e.g., ranchers, miners, farmers, American Indian nations, immigrants.	<b>Student Edition:</b> <i>Epilogue</i> 548-550 <b>Teacher Wraparound Edition:</b> CT 549; SP 548		
<b>b.</b>	Examine the consequences of conflict in the settlement of the West.	<b>Student Edition:</b> <i>Epilogue</i> 548-550 <b>Teacher Wraparound Edition:</b> CT 549; SP 548		